

AMENDED IN ASSEMBLY JANUARY 4, 2010

CALIFORNIA LEGISLATURE—2009—10 REGULAR SESSION

ASSEMBLY BILL

No. 1223

Introduced by Assembly Member Block
(Principal coauthor: Senator Wiggins)

February 27, 2009

~~An act relating to teacher training.~~ *An act to amend Section 52372.5 of, and to add Section 44257.3 to, the Education Code, relating to linked learning.*

LEGISLATIVE COUNSEL'S DIGEST

AB 1223, as amended, Block. ~~Teacher training.~~ *Legislative Analyst advisory committee.* *Linked learning.*

Existing law authorizes the Commission on Teacher Credentialing to issue various types of teaching credentials *and authorizations*. *Existing law establishes multiple pathway programs, which are multiyear comprehensive high school programs of integrated academic and technical study that are organized around a broad theme, interest area, or industry sector. Multiple pathway programs are comprised, among other things, of an integrated core curriculum that meets the eligibility requirements for admission to the University of California and the California State University and is delivered through project-based learning and other engaging instructional strategies that intentionally bring real-world context and relevance to the curriculum where broad themes, interest areas, and career technical education are emphasized.*

This bill would change the term “multiple pathway programs” to “linked learning programs.” The bill, commencing October 1, 2011, would encourage the Commission on Teacher Credentialing to issue

an authorization for linked learning competence for holders of an appropriate credential, certificate, authorization, or permit who will be teaching pupils enrolled in linked learning programs. The bill would state the Legislature's intent that any such authorization meet specified criteria. The bill would authorize the Superintendent of Public Instruction to develop procedures to gather and post best practices from local districts and schools on curriculum development and professional development related to implementing and sustaining schools and academies offering linked learning programs.

~~This bill would express legislative findings and declarations relating to the educational value in both academic and career technical coursework. The bill would express the intent of the Legislature that high school courses provide pupils with rigorous learning experiences that will prepare them for postsecondary success and that both academic and career technical education teachers employ pedagogical strategies that will ensure pupil success.~~

~~The bill would require the Legislative Analyst's Office to convene an advisory committee to determine the preparation and professional development needs of both academic and career technical teachers. The bill would require the Legislative Analyst's Office to present the findings of the advisory committee to the Legislature by January 10, 2010.~~

Vote: majority. Appropriation: no. Fiscal committee: ~~no~~-yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 *SECTION 1. The Legislature finds and declares all of the*
- 2 *following:*
- 3 *(a) California's economy is reliant upon a continually growing*
- 4 *skilled and educated workforce.*
- 5 *(b) California needs to increase its pupils' mastery of subject*
- 6 *matters, and to improve its high school graduation and*
- 7 *postsecondary education attainment rates.*
- 8 *(c) Secondary education needs to engage pupils while*
- 9 *simultaneously preparing them for real choices after high school.*
- 10 *(d) There is inherent educational value in both academic and*
- 11 *career technical coursework, and both should be promoted. When*
- 12 *linked and delivered in ways that mutually reinforce one another,*
- 13 *both academic and career technical courses are strengthened.*

1 (e) All pupils should have equal access to schools and programs
2 that offer linked coursework. Pupils need a range of educational
3 experiences to prepare them for success beyond high school.

4 (f) A foundation of academic knowledge, general workplace
5 competencies, and occupationally specific knowledge and skills
6 enable pupils to better access all postsecondary options.

7 (g) Most pupils achieve better subject mastery and technological
8 skills when they are enrolled in courses that use hands-on
9 experiential learning to exemplify how academic knowledge is
10 used to solve real-world and industry-based problems.

11 (h) It is the intent of the Legislature that all of the following
12 occur:

13 (1) High school courses provide pupils with linked learning
14 experiences that will prepare them for the full range of
15 postsecondary success.

16 (2) Teachers employ pedagogical strategies that will ensure
17 pupil success in linked learning educational programs.

18 (3) The state seeks to increase the number of career technical
19 teachers to provide quality blended programs.

20 SEC. 2. Section 44257.3 is added to the Education Code, to
21 read:

22 44257.3. (a) Commencing October 1, 2011, the commission
23 is encouraged to issue an authorization for linked learning
24 competence for holders of an appropriate credential, certificate,
25 authorization, or permit who will be teaching pupils enrolled in
26 linked learning programs pursuant to Section 52372.5.

27 (b) It is the intent of the Legislature that a successful candidate
28 for the authorization developed pursuant to subdivision (a)
29 demonstrate all of the following:

30 (1) An understanding of all of the following in his or her
31 professional practice:

32 (A) Equity and diversity.

33 (B) Intradisciplinary and interdisciplinary cooperation and
34 collaboration.

35 (C) Innovation.

36 (D) Industry and postsecondary educational partnerships.

37 (E) Willingness and ability to assume leadership roles.

38 (F) The importance of a personalized learning environment
39 where the different needs of each pupil are known and supported.

- 1 (G) Ongoing professional learning, including industry-specific
2 orientation.
- 3 (H) Responsible, ethical, and legal conduct.
- 4 (2) Content knowledge relating to all of the following:
- 5 (A) Disciplinary academic standards.
- 6 (B) The structure and goals of career technical educational
7 standards.
- 8 (C) Information management and technology.
- 9 (D) Collaborative classroom structure and operations.
- 10 (E) Work-based learning approaches.
- 11 (F) Career exposure and development.
- 12 (3) The ability to design curricula that do all of the following:
- 13 (A) Reflect interdisciplinary problem- and project-based
14 structure and content.
- 15 (B) Meet the California postsecondary basic course
16 requirements with respect to course structure and content.
- 17 (C) Address state academic and career technical education
18 standards.
- 19 (D) Incorporate skills from the Partnership for 21st Century
20 Skills' Framework for 21st Century Learning.
- 21 (4) The ability to incorporate all of the following into his or her
22 teaching practice:
- 23 (A) Industry-based applications.
- 24 (B) A pupil-centered teaching approach.
- 25 (C) An emphasis on integrated problem- and project-based
26 learning.
- 27 (D) Differentiated instruction.
- 28 (E) A research-based instructional model.
- 29 (F) The utilization of information provided by formative and
30 summative assessments.
- 31 (G) The effective use of instructional time.
- 32 (c) With respect to any authorization issued pursuant to
33 subdivision (a), the California State University and other teacher
34 preparation institutions are encouraged to establish goals for
35 increasing the number of teachers prepared through linked
36 learning programs, and to explore methods to reintroduce or
37 increase quality career technical education teacher credentialing
38 programs.
- 39 (d) The Beginning Teacher Support and Assessment program
40 is encouraged to provide resources to teachers that support

1 *professional development opportunities relating to linked learning,*
2 *which may include, but are not limited to, providing teachers with*
3 *externships.*

4 *(e) The commission is encouraged to work with outside partners*
5 *to develop recommendations that will provide incentives for the*
6 *teacher development system to increase the number of teachers*
7 *working toward an authorization issued pursuant to subdivision*
8 *(a).*

9 *(f) In developing the authorization pursuant to subdivision (a),*
10 *the commission is encouraged to review any relevant*
11 *recommendations made by the Legislative Analyst's Office.*

12 *SEC. 3. Section 52372.5 of the Education Code is amended to*
13 *read:*

14 52372.5. (a) For purposes of this section, a ~~“multiple pathway~~
15 *“linked learning program”* is a program that is all of the following:

16 (1) A multiyear, comprehensive high school program of
17 integrated academic and technical study that is organized around
18 a broad theme, interest area, or industry sector, including, but not
19 necessarily limited to, the industry sectors identified in the model
20 standards adopted by the state board pursuant to Section 51226.

21 (2) A program that ensures that all pupils have curriculum
22 choices that will prepare them for career entry and a full range of
23 postsecondary options, including two- and four-year college,
24 apprenticeship, and formal employment training.

25 (3) A program that is comprised, at a minimum, of the following
26 components:

27 (A) An integrated core curriculum that meets the eligibility
28 requirements for admission to the University of California and the
29 California State University and is delivered through project-based
30 learning and other engaging instructional strategies that
31 intentionally bring real-world context and relevance to the
32 curriculum where broad themes, interest areas, and career technical
33 education are emphasized.

34 (B) An integrated technical core of a sequence of at least four
35 related courses, that may reflect career technical education
36 standards-based courses, that provide pupils with career skills, that
37 are aligned to and underscore academic principles, and to the extent
38 possible fulfill the academic core requirements listed in
39 subparagraph (A).

1 (C) A series of work-based learning opportunities that begin
2 with mentoring and job shadowing and evolve into intensive
3 internships, school-based enterprises, or virtual apprenticeships.

4 (D) Support services, including supplemental instruction in
5 reading and mathematics, that help pupils master the advanced
6 academic and technical content that is necessary for success in
7 college and career.

8 (b) The Superintendent, in conjunction with the Office of the
9 Secretary for Education, the California Community Colleges, the
10 University of California, the California State University, the
11 Employment Development Department, both houses of the
12 California Legislature, teachers, chamber organizations, industry
13 representatives, research centers, parents, school administrators,
14 representatives of regional occupational centers and programs,
15 community-based organizations, labor organizations, and others
16 deemed appropriate by the Superintendent, shall develop a report
17 that explores the feasibility of establishing and expanding
18 additional ~~multiple-pathway~~ *linked learning* programs in California,
19 including the costs and merits associated with expansion of these
20 programs. ~~Multiple-pathway~~ *Linked learning* programs created for
21 high schools may include, but are not limited to, California
22 partnership academies, regional occupational centers and programs,
23 charter schools, academies, small learning communities, and other
24 career-themed small schools.

25 (c) The report described in subdivision (b) shall do all of the
26 following:

27 (1) Identify regulations, policies, and practices that need to be
28 added, deleted, or amended in order to promote the development
29 and expansion of ~~multiple-pathway~~ *linked learning* programs.

30 (2) Set forth a reasonable timeline for the development and
31 expansion of ~~multiple-pathway~~ *linked learning* programs.

32 (3) Include at least all of the following components:

33 (A) Assessment of the current capacity of the department for
34 the purpose of maximizing the development of these programs.

35 (B) Identifying the possible roles and responsibilities of other
36 departments or agencies to assist in developing or expanding
37 ~~multiple-pathway~~ *linked learning* programs.

38 (C) An assessment of the appropriateness of school districts
39 fulfilling the requirements set forth in subdivisions (a) and (b) of

1 Section 51228 by developing industry-focused ~~multiple-pathway~~
2 *linked learning* programs, including those described in this section.

3 (D) Methods for developing and sharing models of integrated
4 curriculum and instruction.

5 (E) Strategies for increasing the course options and instructional
6 time for pupils in high school.

7 (F) Plans for increasing opportunities for high-quality learning
8 based on real-world applications in industry and careers.

9 (G) Methods for improving alignment of curriculum between
10 middle schools and high schools with career instruction,
11 exploration, and counseling for middle school pupils.

12 (H) Methods for improving coordination and articulation
13 between high schools and postsecondary institutions, including,
14 but not limited to, California Community Colleges, the California
15 State University, and the University of California.

16 (I) Recommendations for increasing the supply of teachers who
17 can teach effectively in a ~~pathway~~ *linked learning* setting that aims
18 to prepare pupils for a full range of postsecondary options.
19 Necessary specialized skills include, but are not limited to, the
20 abilities to design interdisciplinary projects and use project-based
21 learning as an instructional strategy, work with other teachers in
22 a team-teaching arrangement, develop curriculum that effectively
23 integrates academic and technical content, design and utilize
24 high-quality work-based learning to reinforce lessons in both
25 academic and technical courses, and develop authentic pupil
26 assessments.

27 (J) Recommendations for increasing the supply of schoolsite
28 and district administrators who can effectively create and manage
29 schools that are implementing one or more industry focused
30 ~~pathway~~ *linked learning* programs. Necessary specialized skills
31 include, but are not limited to, the abilities to develop and sustain
32 partnerships with industry partners, recruit and retain uniquely
33 qualified teachers, guide development of integrated curriculum,
34 understand needs for and provide teacher professional development,
35 guide development of comprehensive guidance systems that
36 integrate college advising and career counseling, guide
37 development of a coordinated and sequenced work-based learning
38 component, and utilize data to assess pupil readiness for college
39 and career.

1 (K) Recommendations for supporting regional coalitions in
2 planning and developing programs.

3 (L) Evaluation of current ~~pathway~~ *linked learning* programs,
4 including partnership academies, regional occupational centers or
5 programs and postsecondary ~~pathway~~ *linked learning* programs,
6 including middle colleges and early college models.

7 (M) Recommendations for increasing and improving in-school
8 support services.

9 (N) Recommendations for incorporating new measures into the
10 state's accountability system to better assess the results of these
11 programs.

12 (O) Assessment of the budgetary implications of offering all
13 pupils access to these programs.

14 (d) For purposes of completing the report described in
15 subdivision (b), the Superintendent is authorized to use existing
16 state resources and federal funds. If state or federal funds are not
17 available or sufficient, the Superintendent may apply for and accept
18 grants and receive donations, and other financial support from
19 public or private sources for purposes of this section.

20 (e) In developing the report, the Superintendent may accept
21 support including, but not necessarily limited to, financial and
22 technical support, from high school reform advocates, teachers,
23 chamber organizations, industry representatives, research centers,
24 parents, and pupils.

25 (f) The Superintendent shall report to the Legislature as to the
26 status of completing the report and any preliminary
27 recommendations no later than July 1, 2009.

28 (g) The Superintendent shall submit a final report with
29 recommendations to the Legislature and the Governor no later than
30 December 1, 2009.

31 (h) *The Superintendent may develop procedures to gather and*
32 *post best practices from local school districts and schools on*
33 *curriculum development and professional development related to*
34 *implementing and sustaining schools and academies pursuant to*
35 *this section.*

36 ~~SECTION 1. (a) The Legislature finds and declares all of the~~
37 ~~following:~~

38 ~~(1) There is inherent educational value in both academic and~~
39 ~~career technical coursework. Both should be promoted. Both~~
40 ~~academic and career technical courses are strengthened when they~~

1 are delivered in ways that mutually reinforce one another. All
2 pupils should have equal access to both types of coursework.

3 (2) Pupils need a range of educational experiences to prepare
4 them for success beyond high school.

5 (3) A foundation of academic knowledge, general workplace
6 competencies, and occupationally specific knowledge and skills
7 enables pupils to better access all postsecondary options.

8 (4) Most pupils achieve better subject mastery and technological
9 skills when they are enrolled in courses that use hands-on
10 experiential learning to exemplify how academic knowledge is
11 used to solve real world and industry-based problems.

12 (b) It is the intent of the Legislature that both of the following
13 occur:

14 (1) High school courses provide pupils with rigorous learning
15 experiences that will prepare them for postsecondary success.

16 (2) Both academic and career technical education teachers
17 employ pedagogical strategies that will ensure pupil success.

18 SEC. 2. (a) The Legislative Analyst's Office shall convene an
19 advisory committee to accomplish all of the following:

20 (1) Determine the preparation and professional development
21 needs of both academic and career technical teachers, consistent
22 with the intent of the Legislature, as specified in Section 1.

23 (2) Provide recommendations for improving the ability of the
24 state's existing teacher training and professional development
25 programs to prepare academic teachers to incorporate real world
26 relevance and applied learning into the curriculum.

27 (3) Determine the best means of supporting the ongoing efforts
28 of career and technical education teachers to incorporate the
29 foundation standards established under career technical education
30 model curriculum standards and frameworks pursuant to Sections
31 51226 and 51226.1 of the Education Code.

32 (b) In developing its recommendations, the advisory committee
33 may consider best practices from other states or countries and
34 relevant education research on improving instruction. The advisory
35 committee also may consider the impact of increasing the use of
36 applied teaching and learning strategies on pupil performance.

37 (c) The Legislative Analyst's Office also may consult with
38 legislative staff.

- 1 ~~(d) By January 10, 2010, the Legislative Analyst's Office shall~~
- 2 ~~present the findings of the advisory committee to the Legislature.~~